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ABSTRACT

A description of the project, its development process, evaluation results, and exportability are included in this overview of WORK-ED (World of Related Knowledge and Educational Development), a program to provide ninth grade students both basic skills in communication and exposure to twelve career clusters. Introductory sections describe the year-long guidance based, career education course of study which was introduced into the curriculum at Hackettstown High School (New Jersey) in 1974 and was validated in 1975 by the standards and guidelines of the U.S. Office of Education as successful, cost effective, exportable, and approved for dissemination. The developmental process is traced including discussion of rationale and selection of staff and students, and an outline of advisory council activity, program growth, curriculum, training, community involvement, administration, and evaluation. Notes on implementation describe the schedule for rotating groups of twenty to twenty-five students through four communications courses and eight career classes during the year. Following a summary of the evaluation results, which documented positive outcomes for students and staff, the program's exportability is reviewed in terms of adoption, cost, and adaptation. The dissemination plan outline contains a list of project materials (manuals and guides) and information on their availability. (JT)

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PROJECT DESCRIPTION:

**WORK-ED**
(World of Related Knowledge
and Educational Development
A New Jersey TITLE IVC Project

## COMMISSIONER'S ENDORSEMENT

By providing ninth grade students with basic skills in communication and with exposure to many career clusters, Project WORK-ED has made a significant contribution to the education of high school students as they make critical choices for their future careers. On behalf of the Department of Education, State of New Jersey, I therefore commend it to educators, parents and students throughout the nation.

Dr. Fred G. Burke
Commissioner
of Education
State of New Jersey

# PROJECT DESCRIPTION

## PREFACE

WORK-ED (World of Related Knowledge and Educational Development) was developed through the cooperative efforts of the staff of Hackettstown High School and the Division of Research, Planning and Evaluation, Department of Education, State of New Jersey.

In September 1975 this program was validated by the standards and guidelines of the United States Office of Education as successful, cost effective, and exportable and approved for dissemination. As a result, Hackettstown High School has been funded as a demonstration site whose staff offers interested educators the opportunity to see the program in operation, to attend orientation sessions describing the program, and to receive training in the program's replication. Consultation services following program implementation are also provided. All program materials are available at cost and all other services are free of charge to educators within New Jersey. The development and dissemination of the program are funded by the Title III-IV (C) program of the Elementary and Secondary Education Act administered in New Jersey.

## INTRODUCTION

Project WORK-ED is a year long guidance based, career-education course of study for ninth grade students with emphasis on two areas: the acquisition of basic skills in communications, and information and experience in 12 career clusters.

The two major components, Communications and Careers are taught two periods daily. The Communications area emphasizes **skill proficiency** in teaching communications skills necessary to survive and to succeed in the world of work.

The Career areas are designed: to make students aware of the many careers available to them; to enable them to evaluate their own interests and abilities with respect to future goals; and to qualify them to make appropriate choices among high school courses in preparation for their careers.

Introduced into the curriculum of Hackettstown High School in September of 1974, the program developed from an evaluation of an on-going career education program for 11th and 12th graders started two years earlier which revealed a need for earlier career awareness and decision making by students, preferably at the beginning of their high school years.

This project description describes the program's development and essential elements and presents the procedure and cost for replication in other sites.

# DEVELOPMENT PROCESS

## RATIONALE

Recent statistics from the U.S. Department of Labor have indicated that 85% of the jobs available within the next 10 years will not require a four year college education, but will demand specialized education and training. Although some of this can actually be acquired in high school, knowledge of careers and basic communications skills must all be prepared for, to some extent, during the high school years. Most of these careers require only one or two years of post high school education, yet the criteria for entrance into the appropriate institutions depend upon the students course selection and achievement during his high school years. The need for early career awareness and career planing became imperative.

Despite the wide spread unemployment throughout the United States, many jobs go unfilled because of the lack of qualified personnel. Although many unemployed have a natural ability to fill these positions, they lack the specialized training needed. This problem has been addressed to some extent by federal programs, such as C.E.T.A. (Comprehensive Educational Training Act), which retrain such individuals for employment in needed fields. Millions of dollars are expended yearly for this type of remediation; WORK-ED is prevention rather than remediation.

Within the last 10 years Hackettstown, New Jersey, has changed from a rural to a suburban community. Its population has grown by 25%; industrial and business activity has increased dramatically; new major highways have facilitated travel to urban areas as well as major resort areas. As a result, local students could no longer be complacent about their future careers on local farms, where sophisticated techniques and devices were replacing the hired hand, or at a local factory where skilled individuals were replacing the unskilled. Future career choices were becoming more complex, more numerous and more competitive. Prospects for remaining in the geographic area and finding gainful and satisfying employment depended upon the student's meeting the requirements for these skilled and diversified positions. Before he could choose or prepare for any of these careers, he must first be made aware of the available choices. The curriculum had to be expanded to include information on existing careers and the necessary education and training required for them.

## STAFF

In the spring of 1974, Virginia Fraleigh, the Director of the 11th-12th grade career education program, and William F. Cashill, Assistant to the Superintendent, requested teacher volunteers to help design and implement the ninth grade program. Of the volunteers, seven were selected and five additional staff members were recruited for the program. All the teachers involved in the program would teach the course of study in place of another teaching assignment or professional duty. Many of the teachers had been previously involved in teaching a general course of study and were anxious to experiment with a curriculum that would better motivate their students.

In the summer of 1974, the Director and the 12 teachers who would be involved with the pilot group designed a curriculum of 12 courses of study. The goal of the curriculum was:

"Ninth Grade students, who have not chosen the traditional college prep high school course, will make tentative career choices based on occupational information and ability to select goals". This goal addressed primarily, the non-college bound students, because they had the greatest need. It was not limited to these students, but was also available to students in the traditional academic course.

## STUDENTS

All ninth graders and their parents were made aware of the program before it was implemented, and were given the option of entering this program or the traditional college prep program. Of the 120 students who chose WORK-ED, only 100 were selected for the program. The criteria for this selection were based upon those students exhibiting the greatest need as indicated by student records and counselor referrals.

Of these 100 students comprising 1/3 of the freshman class, many had experienced academic, behavioral and attendance problems in elementary school. The rationale for the target population, in addition to addressing their need, was that success with this group would insure success with all ninth graders.

# DEVELOPMENT PROCESS... Continued

## ADVISORY COUNCIL

A WORK-ED Advisory Council representative of the Community was formed including individuals from business, education, industry, media, religion, parental groups, board of education and elected community officials. The group was selected by the project staff and the high school administration. Their function was three fold: to serve as a sounding board for community concerns and attitudes; to be a direct liaison to the world of work; and to act as resource persons for guest speakers and field trips.

## PROGRAM GROWTH

Although the high school population has remained constant since the program's implementation in September 1974, the enrollment in WORK-ED has increased 40%. This expansion is attributed largely to the fact that parents of both college prep and non college prep students view the program as a pragmatic educational innovation and a basic component of their children's high school education.

Because of this growth which is expected to continue, and the need for a more comprehensive coverage of careers, additional Communications and Careers courses have been added to the program.

## THE PROGRAM'S ESSENTIALS

The essential elements of WORK-ED necessary for a successful replication include: implementation of a specific curriculum, participation in two workshops, community involvement, administrative support and evaluation.

### 1. CURRICULUM

A. at least four of the six **communication** courses of study must be implemented. Human Values, Reading Skills, Writing Skills, Oral Skills, Listening Skills and Career Reading.

B. five of the following 12 **career** courses of study must be implemented, in addition to Career Guidance:

- Agriculture
- Business
- Consumer Careers
- Environmental Science
- Graphic Arts
- Graphic Technology
- Health Careers
- Mathematics
- Mechanical Drawing
- Music Careers
- Home Economics
- Wood Technology

### 2. TRAINING

A. one administrator to attend one six (6) hour workshop

B. all teachers to attend two six (6) hour workshops

C. counselor/coordinator to attend two six (6) hour workshops

### 3. COMMUNITY INVOLVEMENT

A. support of program implementation

B. community resources for the curriculum
   1. guest speakers 2. field trips

C. community survey

D. formation of a Community Advisory Council comprising members representative of the community

### 4. ADMINISTRATION

A. record keeping
   1. evaluation data
   2. guest speakers
   3. field trips
   4. advisory council members and meetings

B. support of program
   1. adopter agreement
   2. initial workshops and follow-up consultation
   3. monitoring of program

C. submission of the following information to the Project Director
   1. adopter agreement before implementation
   2. pre/post data of Communications and Crites at the end of one full year of implementation
   3. student and teacher surveys at the end of one full year of implementation
   4. evaluation form at the end of one full year of implementation.

### 5. EVALUATION

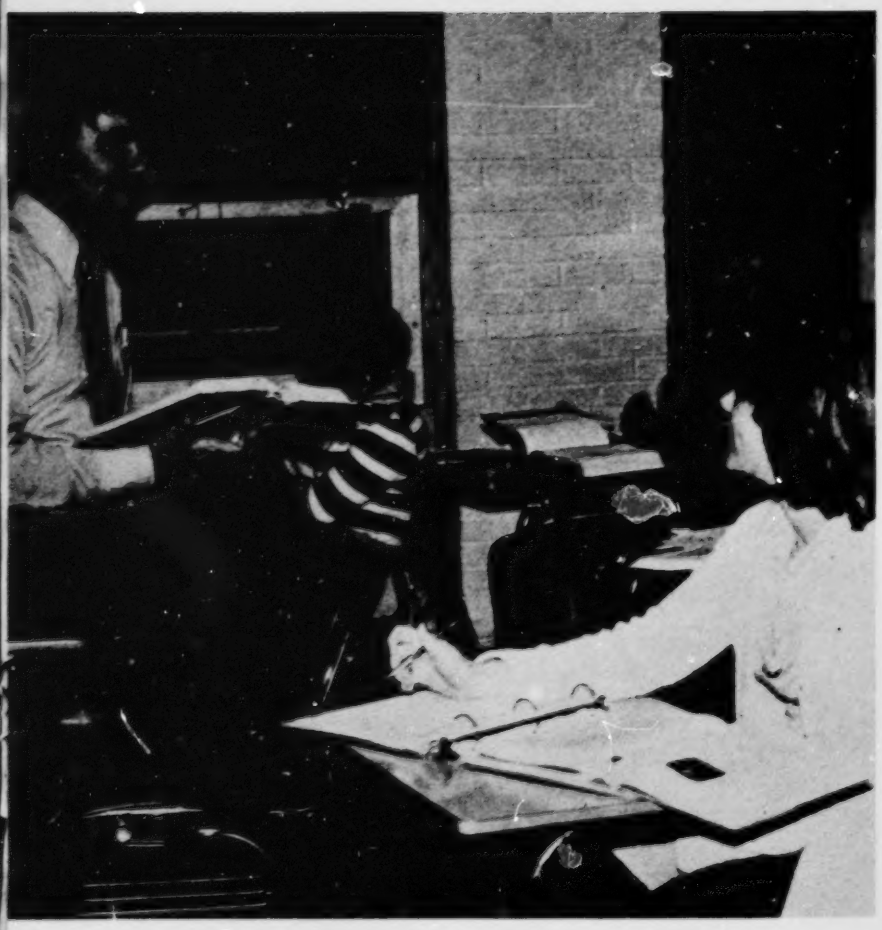
A. one pre/post test in the communication area

B. pre/post tests in each of the career areas

C. pre/post test of all students in at least two areas of the Crites Career Maturity Inventory "Knowledge of Jobs" and "Goal Selection"

D. surveys
   1. students
   2. teachers
   3. counselors

# IMPLEMENTATION



The basic implementation of WORK-ED is achieved by rotating students, in groups of 20 to 25, through four Communication courses throughout the year for a period of 45 days for each course of study which is taught daily for 40 minutes.

One half of each Communication class is rotated through a second class period in Careers daily for 40 minutes for 22 days. Thus, each student is exposed to four separate areas of Communications taught by four different teachers and 8 Career classes.

This implementation design may be expanded to include six Communication classes and 12 Career classes, in which case the duration of each course of study would be deleted. The design of each course of study lends itself to either implementation.

These classes are taught consecutively so that field trips, assemblies and guest speakers throughout the year will not disrupt the master schedule of the high school.

Ten high school credits are granted for the successful completion of the program: five credits for Communications and 5 credits for Careers. At Hackettstown 115 credits are required for graduation.

The Coordinator, preferably a guidance counselor, is the individual responsible for scheduling of students, student assemblies, field trips, guest speakers, staff meetings, averaging of grades for report cards, data collection and liaison with the administration.

# CONCLUSION

The Career education segment of WORK-ED provides an awareness of the increasing diversity of existing careers in todays world; thus the student is no longer limited to the knowledge of those few Careers to which he has been exposed in the fourteen or fifteen years of his life. Classroom instruction, hands-on experience, guest speakers and community field trips broaden the student's scope of the world of work, thereby enabling him to make a more intelligent and suitable career choice.

The Communications Courses equip the student with the knowledge and basic skills necessary to explore, enter, survive and succeed in the world of work.

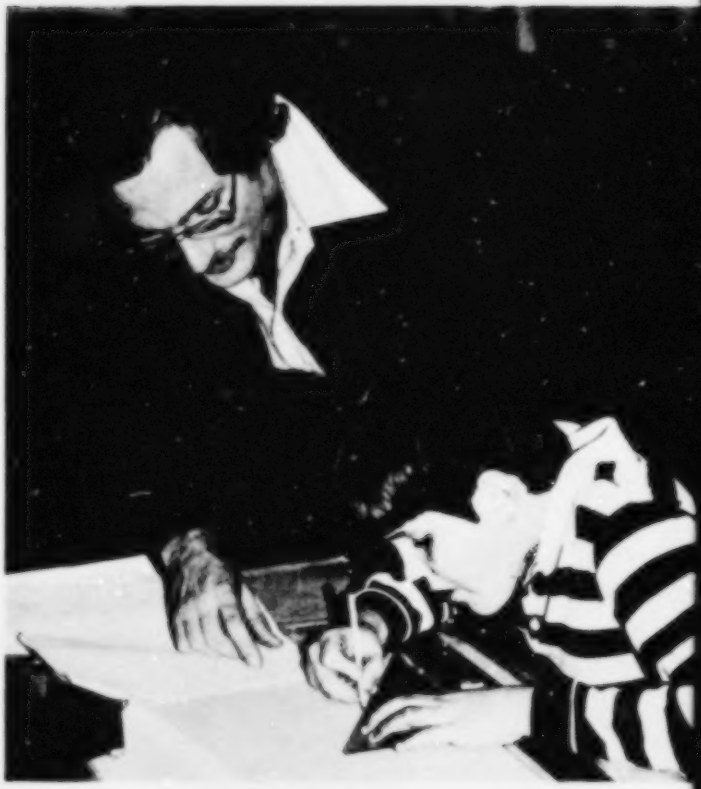
The career guidance segment of the program allows the student to view his individual aptitudes, attitudes, values and abilities as a base for his future plans. Thus, the student can choose his future courses of study mindful of his goals, and learns to view career choice as a life long process of personal growth.

The two components of this ninth grade curriculum enable the students to receive an intensive, comprehensive basis in career education and basic skills rather than a fragmented knowledge of either component. By utilizing fully the expertise of existing staff and community personnel, the program becomes cost-effective as well.

Within the Hackettstown school district, reactions to the program by administrators, teachers, parents, industry and the students themselves have been positive.

Since the program's validation in September 1975, over 250 inquiries have been received from school districts throughout the United Sates. WORK-ED was one of the few programs chosen to make a presentation at the National Career Education Conference in Houston, Texas in November of 1976. Recognition of its impact resulted in a visit to the program in May, 1977 by Dr. Kenneth Hoyt, Director of Career Education of the U.S. Office of Education.

The program fills a need that exists in most school districts throughout the country and can be easily implemented in any school district within the United States.



# GOAL, EVALUATION DESIGN, AND RESULTS

**GOAL:**

Ninth grade students who have not chosen the traditional college prep high school course, will make career choices based on occupational information and ability to select goals.

The Crites Career Maturity Inventory was administered on a pre- and post-test basis to all 100 students. Test scores were analyzed by a T test which showed that the students scored significantly higher on the post test over the pre-test in the area of Occupational Information and Goal Selection.

In a written student survey, 98% of the students stated that their knowledge of careers had increased, 97% indicated that the course was helpful and relevant to them, and 71% stated that they had made tentative career selections as a direct result of the program. All students in the program justified their 10th grade course selection by correlating it with their future career goal.

A written and taped survey was administered to the 11 teachers and 3 counselors involved with the students for one year. All indicated that the goal of the project was met and that significant growth in career maturity on the part of the students was evidenced as a direct result of the program.

Additional evaluation of the program indicated that students find high school more relevant as indicated by: less disruptive behavior; decreased drop-out rate; decrease in vandalism; decreased truancy; and decreased absenteeism.

# EXPORTABILITY OF THE PROGRAM

## ADOPTIONS:

Potential adopters of WORK-ED must have a strong interest on the part of the Board of Education and the school administration who see the project as a curriculum innovation that will expose their students to the many careers available to them in today's world of work and will give their students those basic Communication skills necessary to enter and succeed in today's world.

The guidance staff should view the program not only as an extension of the career guidance that they provide for all students but also as a valuable basis upon which ninth graders can plan their future course of study.

Communication teachers who would ordinarily be teaching some form of 9th grade English should view the program as a means of teaching their subject matter in a more motivating manner, with varied strategies to teach basic skills more successfully.

Career teachers should view the program as a change of thrust: rather than teaching specific skills they will be providing exposure to careers within their discipline. This approach will result in freshmen choosing a particular course of study in the tenth grade with more insight and knowledge, thereby lessening the rate of attrition after initial enrollment.

## COST:

The cost of replication of the program is minimal, with variations dependent upon the career material already available within the school district. If no materials are available, the maximum cost of materials for 100 students and 12 teachers is $1600. Non

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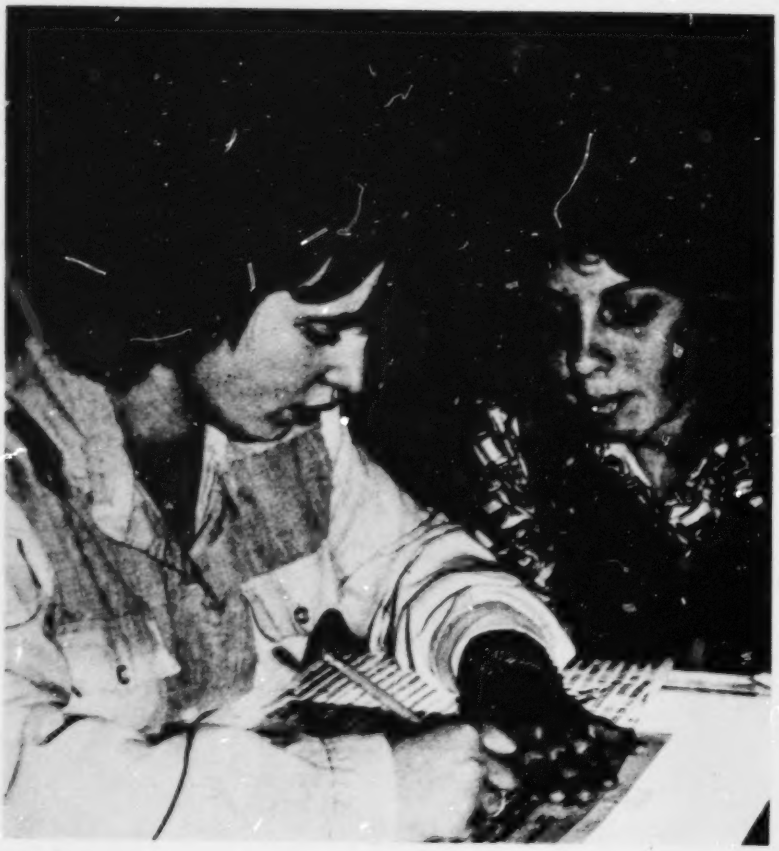

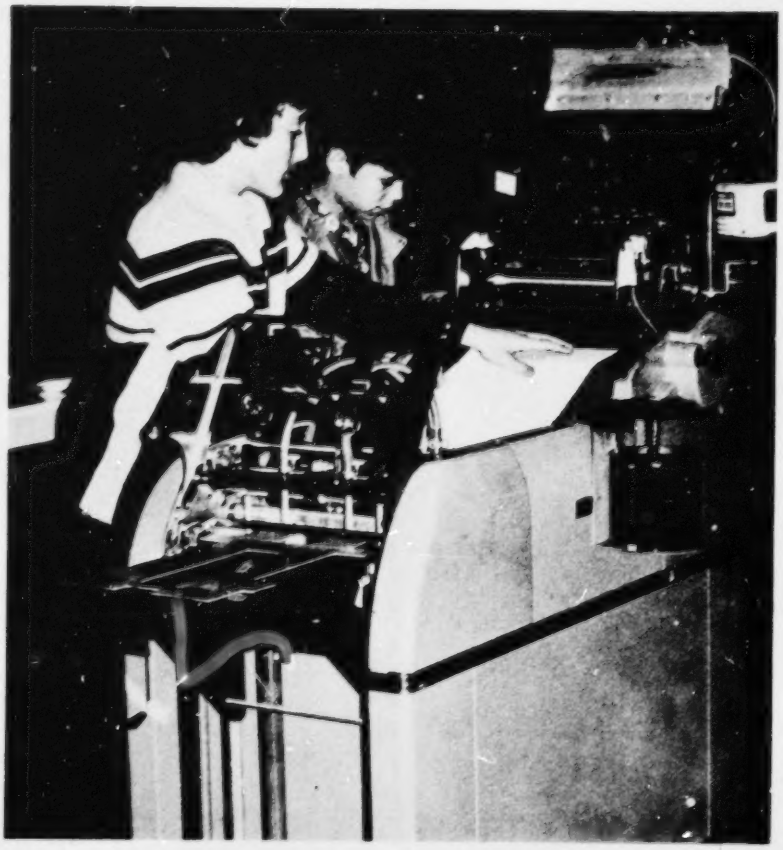

**COST:** *Continued*
consumable, these materials can be used for future 9th graders.

No additional staff is needed to implement the project. The communications teachers who ordinarily teach 20 to 25 students, now teach the same course of study to several different groups throughout the year.

The career teachers also teach their course to groups of 12 students on a rotating basis. In some career areas the small class size is not a staff problem if it is consistent with past practices. Where insufficient staff/student ratio is a problem the career teacher could teach this period in lieu of an extra duty.

The Program Coordinator should be a guidance person who would both teach the Career Guidance segment of the program one period a day and also use an additional period daily for program coordination.

For the two days of training provided by the Demonstration District, the consumer district must provide the time and funds necessary to send the counselor and involved teachers to this training session which may be held at the Demonstration Site or at the Consumer district. Project staff is available for consultation to the consumer district after the program has been implemented.

After initial start-up investment for staff training and materials, the program's maintenance requires no additional cost to the consumer district Any necessary replacement of materials lies within a normal school budget.

## ADAPTATIONS:

School district may choose to adapt the program to its needs by incorporating into its curriculum only part of the WORK-ED program. Thus, if a comprehensive career program already exists, it can use only the Communication courses of study; or it can adopt only the Career clusters if the skills of communications are already part of their curriculum. A school district may choose one or more of the 16 courses of study depending upon their own needs assessment. Project materials may be purchased by any interested school district, and staff from the project will be available for consultation and assistance in needs assessment and partial implementation.

## DISSEMINATION PLAN

The project staff is funded by ESEA Title IVC to assist educators in learning about WORK-ED, to provide materials for implementation, and to offer training and consultation services to districts desirous of adoption or adaptation.

## AWARENESS LEVEL MATERIALS AND ACTIVITIES

A technical brief which gives an overview of the project, a brochure describing its development and evaluation results, and an order form describing the project materials are free of charge. The project staff is available to give orientation presentations on the program and its dissemination plan. Interested educators in other states should coordinate a presentation with the dissemination work of their state's ESEA Title III State Dissemination Facilitator and/or ESEA, Title III-IV (C) Coordinator.

## INVOLVEMENT LEVEL ACTIVITIES

Visitors are welcome to Hackettstown High School where they may see the program in action, talk to the project staff and students, and examine the program materials. Requests for visitations should be addressed to the project director.

## COMMITMENT LEVEL ACTIVITIES

Educators who wish to implement the program should contact the project director at least two months before the desired training sessions.

A Producer-Consumer Agreement specifies the training and follow-up consultation offered by the project staff and the commitment and planning required of potential adopters to be eligible for training. This agreement, obtainable from the project director, should be completed and returned by those districts who wish to make arrangements for training.

There is no charge for the services of the project staff. Travel expenses within New Jersey are funded by ESEA, Title IV (C). Expenses for project staff outside of New Jersey must be borne by the hosts. It is suggested that those districts out of N.J. contact their Title IVC state department representatives so that costs incurred may be borne by several interested districts or state funds allocated for adoptions of exemplary projects.

Further information about the program and the dissemination services and materials may be obtained from:

Project WORK-ED
Hackettstown High School
Warren Street
Hackettstown, N.J. 07840
Attn: Virginia A. Fraleigh

# PROJECT MATERIALS

The curriculum materials listed below have been developed by the staff of WORK-ED, Hackettstown High School, and are available at cost.

### WORK-ED, A CURRICULUM MANUAL FOR TEACHERS I:

A comprehensive curriculum guide for teachers detailing twelve courses of study: four Communication courses; Values Clarification, Writing Skills, Reading Skills, and Oral Skills; and eight separate Career courses in Agriculture, Home Economics, Business, Graphic Arts, Health Careers, Drafting, Carpentry, and Career Guidance. Each course of study includes behavioral objectives, activities to achieve these objectives, a suggested time line, resources, bibliography, pre/post tests, and student material for duplication.

186 pages, cost $7.50

### WORK-ED, ADMINISTRATOR'S MANUAL:

A manual for the administrator or coordinator responsible for implementing the program in a school district. It details all information and strategies necessary to achieve the program's goals including: objectives, rationale, needs assessment, start up costs, staff involvement, training, monitoring community involvement, and evaluation. The appendix includes samples of all written materials necessary to implement WORK-ED and a bibliography.

57 pages, cost $5.50

### WORK-ED, A PROGRAM OVERVIEW:

A color sound filmstrip with cassette explaining the goals, objectives, and strategies of the program. It is recommended for use with the Board of Education, teachers, parents, and other community personnel, and for future use in training teachers coming into the program after its implementation.

Length—14 minutes, cost, $12.00

### WORK-ED, A CURRICULUM MANUAL FOR TEACHERS II:

A curriculum manual describing the additional 6 courses of study added to the program in 1976: 2 Communication Courses: Listening Skills and Career Readings; and four Career courses in Math, Music, Consumer Education and Graphic Technology (Printing). Its format is identical to that in Manual I.

(This manual will be ready for distribution by December 1977).

72 pages, cost $6.00

### A WORK-ED GUIDE FOR PARENTS:

A brief description of the program indicating the ninth graders' need for career education and communication skills, and how the program meets these needs.

8 pages, cost $1.00

# ORDER FORM

NAME _____

ADDRESS _____

_____

_____

| QUANTITY | ITEM | PRICE | AMOUNT |
|---|---|---|---|
| | | | |

Checks or purchase order should accompany order, made payable to:

WORK-ED, Hackettstown Board of Education

and be mailed to:

E.I.C. CENTRAL
20 Lake Drive
Hightstown, N.J. 08520
Attn: Lida Lovitt